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ABSTRACT

Noting that teachers in all disciplines and at all educational levels will likely make some use of computers in their courses, this annotated bibliography provides a guide for English teachers wishing to learn how computers (particularly word processing capabilities) can be of use in the teaching of writing. Following an introduction on word processing and writing instruction, the citations are grouped under the following categories: (1) introductions and surveys, (2) research and case study reports, (3) teaching suggestions, (4) reports on software, (5) books, and (6) journals. (HTH)

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WORD PROCESSING AND WRITING INSTRUCTION

An Annotated Bibliography

compiled by

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1985

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Additional copies of this pamphlet are available, price $2.00, including postage and handling, from: Department of English (attention: P. G. Scott), University of South Carolina, Columbia, SC 29208. The first pamphlet in this series, Selected Reference Sources in Rhetoric and Composition, by Patrick Scott and Bruce Castner (1982), is now out of print.

PREFACE AND ACKNOWLEDGMENTS

Many students, at all levels, are now using computers or word processors for their writing, and more and more colleges and schools are providing opportunities to use computers for writing instruction. As Ken Autrey points out in his introduction, there is now quite a substantial body of published work, both books and articles, that can aid the writing teacher new to this field. As in many growth areas of knowledge, the material has come out in very varied formats and journals, and many teachers, even with a computer interest, will only have come across a fraction of the research and discussion that is now available. This annotated listing will be of real helpfulness to South Carolina writing teachers at all levels, and it is a pleasure to present it as the second in the U. S. C. English Department's occasional series of bibliographies on composition and rhetoric.

We should like to thank Professor Robert L. Oakman, Professor Paula Feldman, and Dr. Bruce A. Castner, for their interest in this project, and the Acting Chairman of the English Department, Professor William Nolte, for his support. We wish also to acknowledge with thanks a grant from Dean Chester W. Bain, of the College of Humanities and Social Sciences, both for publication and to make possible the initial distribution of the pamphlet to South Carolina high schools.

January 1985 Patrick Scott

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INTRODUCTION

Increasingly, teachers in all disciplines and on all levels, elementary through college, will make some use of computers in their courses. The purpose of this bibliography is to provide a guide for English teachers wishing to learn how computers (particularly their word processing capabilities) can be of use in the teaching of writing. This list includes citations in journals that are widely available, such as English Journal and College English, as well as those that some may find inaccessible, such as Independent School and Journal of Educational Technology Systems. Though few substantial articles on word processing were available before 1982, since that time the explosion of interest in this area has led to a profusion of articles, essays, conference papers, collections, newsletters, new journals, and books covering all aspects of the revolution at hand. This phenomenon is heartening because it shows that English teachers are willing to explore new approaches to their discipline. On the other hand, the proliferation of information is potentially overwhelming, particularly for those who have no computer training.

It is important to understand that there are several ways to use the computer in teaching composition and that emphases have shifted in the last two decades. The earliest hopes for computerizing writing instruction rested mainly on Computer Assisted Instruction (CAI), or instruction of the question-and-answer sort, in which the computer program provides a sophisticated version of workbook

exercises. There is less interest in this approach now, largely because it is prone to the same limitations as workbook exercises themselves. However, where the CAI is designed to make full use of the computer's flexibility it may still prove beneficial. The COMP-LAB Writing Modules developed by Michael G. Southwell of York College are among several more promising CAI packages (see the essay by Southwell in the William Wresch book, p. 18 below).

Another use of the computer in composition instruction is for prewriting; this involves the use of structured guidelines for gathering ideas or "invention." Typically, such programs consist of a series of prompt questions to which the student is expected to respond at the computer terminal, and the end result is a body of draft material produced by the student which can then be edited for an essay, letter, report, or story. Essays by Helen J. Schwartz and Hugh Burns in the Wresch collection provide introductions to computerized invention in writing.

A third and more recent trend is toward developing a comprehensive system of computerized writing designed to take a student from idea-gathering through drafting, and on to the editing stage, finally leading to the finished product with all work done at the computer terminal. The Wresch collection contains several essays explaining how some of these packages work.

But the most widespread computer application among writing teachers is now word processing. This application will probably prove most beneficial to students and teachers because it is relatively easy to learn, it is increasingly available in schools, and it lends itself to a variety of writing tasks. Another attraction of word processing is that it is now used so widely in the

world outside of the schools. Thus, this bibliography covers word processing rather than attempting to take in other educational uses of the computer.

Many writing teachers may want to begin familiarizing themselves with word processing by reading one of the books designed for the novice. The number of such books is rising rapidly, and most bookstores now contain a section for computer-related items, including various easy-to-use handbooks for specific software packages (Wordstar, Easywriter, etc.). Two books have proven particularly popular as general introductions to word processing: Peter McWilliams' The Word Processing Book (New York: Ballantine Books, 1983) and William Zinsser's Writing with a Word Processor (New York: Harper and Row, 1983). Both best sellers, these books personalize the business of learning to write with machines and present it as a process that anyone with patience can learn. Both are engagingly written and laced with humor.

Several books explain the uses of computers and word processors in composition instruction. Standiford, Jaycox, and Auten have written a brief, informative book for teachers, and the collection of essays edited by Wresch provides thirteen state-of-the-art reports covering various computer applications in the writing classroom. Both are listed under "Books" below.

There are other indications that word-processing has attracted the interest of writing teachers. Several journals have devoted special issues to computers in writing instruction, among them The Writing Instructor (2, Summer, 1983) and Focus: Teaching English Language Arts (9, Spring, 1983). Nearly all educational journals now

regularly contain features on computers. And there have been professional meetings, such as the Delaware Valley Writing Council's Spring 1984 Conference, given over to word processing in writing. The advent of new journals and newsletters is yet another indication of growing interest in this field. The section entitled "Journals" in the bibliography below lists some of the most prominent ones.

Teachers seeking further information on computer use in writing should see Helen Schwartz's "Writing with Computer Aids," in College English, 46 (March, 1984), 239-47, or, by the same author, "A Selected Bibliography on Computers in Composition," in College Composition and Communication, 35 (February, 1984), 71-77. A more extensive list is Word Processors and the Writing Process: An Annotated Bibliography, by Paula Nancarrow, Donald Ross, and Lillian Bridwell (Westport, CT: Greenwood Press, 1984). A useful guide to educational computer programs is Anastasia Wang's Index to Computer-Based Learning (Milwaukee: University of Wisconsin Instructional Media Lab), which is periodically updated. General interest computer magazines such as Personal Computing and Byte contain regular reviews of new software for word processing and other educational purposes.

Most of the entries in the following bibliography are relevant to word processing in elementary, high school, and college classrooms alike. Items with more limited applications are designated for elementary (E), high school (H), or college (C).

SECTION A: INTRODUCTIONS AND SURVEYS

Bridwell, Lillian, Paula Reed Nancarrow, and Donald Ross. "The Writing Process and the Writing Machine: Current Research on Word Processors Relevant to the Teaching of Composition." In New Directions in Composition Research. Ed. Richard Beach and Lillian Bridwell. New York: Guilford Press, 1983, pp. 381-398.

Provides a comprehensive view of current work being done with computers in college writing courses, although this report is applicable to high school courses as well. (H,C)

Daiute, Colette A. "The Computer as Stylus and Audience." College Composition and Communication, 34 (May, 1983), 134-45.

Explains how a text editor can help overcome physical and psychological constraints often affecting writers. Comments on research underway at Teachers' College, Columbia University.

Daiute, Colette and Robert Taylor. "Computers and the Improvement of Writing." In Association of Computing Machinery '81 Conference Proceedings. Ed. Beth Levy. Los Angeles (9-11 November 1981), pp. 83-88.

Contains review of research on cognitive and mechanical processes involved in writing and elementary explanation of word processor capabilites. Tells how word processing is used in courses at Teachers' College, Columbia University.

Eagan, Ann and M. A. Wilson. "Word Processing with Students: What Does the Teacher Need to Know?" Pointer, 28 (Winter, 1984), 27-31.

Stresses importance of teacher and student training before classroom use of word processor. Suggests minimum of two hours of instruction for teachers and plenty of individual practice time.

Fisher, Glenn. "Word Processing--Will It Make All Kids Love to Write?" Instructor, 92 (February, 1983), 87-88.

Provides a general introduction to word processing, including how it works and why it makes better writers. Identifies three "stumbling blocks": limited access to computers, poor typing of some students, and faculty resistance.

Green, J.O. "Computers, Kids, and Writing." Learning, 13 (August, 1984), 12.

Reports on interview with noted writing researcher Donald Graves and his ideas about using word processing with young students. Suggests ways of improving writing conferences. Mentions some useful software for young writers. (E, H)

Gula, Robert J. "Beyond the Typewriter: An English Teacher Looks at Word Processing." Independent School, 42 (February, 1983), 44-46.

Notes that because word processing takes less time than other forms of composition and because revising takes less effort, it should improve the quality of student writing. Points out incidental benefit of making typing skills easy to learn.

Hennings, Dorothy Grant. "Input: Enter the Word-Processing Computer." Language Arts, 58 (January, 1981), 18-22.

Provides general introduction, telling advantages and disadvantages of computer use in writing. Dispels several misconceptions often held by skeptics.

_____. "Words Processed Here--Write with Your Computer." Phi Delta Kappan, 65 (October, 1983), 122-24.

Dispels common fears about word processor use in education and describes elements of a word processing system. Points out value of word processing in both classroom and professional writing.

Levin, Robert L. "Computer-Assisted Writing." In New Directions for Community Colleges: Microcomputer Applications in Administration and Instruction. Ed. Donald A. Dellow and Lawrence H. Poole. San Francisco: Jossey-Bass, 1984.

Notes benefits of word processing: gives students a new perspective on writing, enables students to revise with ease, and enhances storage and printing of text. Suggests ways of building faculty enthusiasm.

Moran, Charles. "Word Processing and the Teaching of Writing." English Journal, 72 (March, 1983), 113-15.

Tells how word processing has improved author's own writing process. Points out two potential problems for classroom use: cost of sufficient number of machines, and pedagogical uncertainty associated with such aids as spelling checkers and revision packages.

Watt, Daniel. "Word Processors and Writing." Independent School, 42 (February, 1983), 41-43.

Uses the teaching of a sixth grader as an example of how writing by word processor can solve problems that beginning writers often have: revising, proofreading, and producing clear, readable copy. (E, H)

Withey, Margaret M. "The Computer and Writing." English Journal, 72 (November, 1983), 24-31.

Describes four uses of computers in English, including word processing. Tells what teachers should consider before using computers in class, such as the necessity of adequate teacher training beforehand.

"Word Processing: How Will It Shape the Student as a Writer?" Classroom Computer News, 3 (November-December, 1982), 24-27, 74-76.

Presents the differing attitudes of three educators on the question of how the word processor will ultimately affect writing.

SECTION B: RESEARCH AND CASE STUDY REPORTS

Asbell, Bernard. "Writer's Workshop at Age 5." The New York Times Magazine (26 February 1984), 62-65, 69, 72.

Documents the success of "Write to Read," a revolutionary program using computers and typewriters to help 5-year olds learn to write before learning to read. Describes the program as used at specific schools.

Arms, Valarie M. "Computers, Creativity, and Composition." In Proceedings, Sixth International Conference on Computers and the Humanities. Ed. Sarah K. Burton and Douglas D. Short. Rockville, MD: Computer Science Press, 1983. Pp. 4-7.

Reports on the use of word processing in teaching technical writing. Tells how much time was devoted to word processing instruction and how students responded positively.

_____. "A Dyslexic Can Compose on a Computer." Educational Technology, 24 (January, 1984), 39-41.

Tells how a dyslexic engineering student profited from the use of word processing to decrease errors and increase confidence.

Rean, John C. "Computerized Word-processing as an Aid to Revision." College Composition and Communication, 34 (May, 1983), 146-48.

Reports briefly on the success of a project at Montana State University which trained twelve writing instructors and four freshman composition students to use a word-processor. Reports "significant positive impact on revising habits."

Branan, Karen. "Moving the Writing Process Along." Learning, 13 (October, 1984), 22-26.

Tells how East Consolidated Elementary School in St. Paul has begun to give each student concentrated work with word-processing, which seems to improve revision ability.

Brandt, Ron. "On Reading, Writing, and Computers: A Conversation with John Martin Henry." Educational Leadership, 39 (1981), 60-64.

Explains the system Henry developed to teach young children to write before being able to read. (E, See Asbell above.)

Bridwell, Lillian, Parker Johnson, and Stephen Brehe. "Composing and Computers: Case Studies of Experienced Writers." In Writing in Real Time: Modelling Production Processes. Ed. Ann Matsuhashi. New York: Longmans, forthcoming.

Provides case studies of several writers as they use word processing in their own ways. Points to implications of this study for teaching writing.

Bridwell, Lillian S., and Donald Ross. "Integrating Computers into a Writing Curriculum; or, Buying, Begging, and Building." In The Computer in Composition Instruction. Ed. William Wresch. Urbana, IL: National Council of Teachers of English, 1984, 107-119.

Provides a history of efforts to make use of computers in the undergraduate writing curriculum at the University of Minnesota. Explains their rationale for developing software programs of their own. (C)

Carlson, Patricia Ann. "Computers and the Composing Process: Some Observations and Speculations." In Sarah K. Burton and Douglas D. Short, eds. Proceedings, Sixth International Conference on Computers and the Humanities. Rockville, MD: Computer Science Press, 1983. Pp. 70-78.

Reports on detailed analysis of word processing done by six computer programmers. Shows particular interest in the interaction of motor and perceptual skills in word processing as opposed to writing in other ways.

Castner, Bruce. "Composition and Literature: Learning to Write with Computers." In Burton and Short (as previous item), pp. 79-82.

Reports on the use of word processing in teaching freshmen to write about literature. Suggests sequencing and allocation of time needed to do this effectively. (H, C)

Collier, Richard M. "The Word Processor and Revision Strategies." College Composition and Communication, 34 (May, 1983), 149-55.

Reports on a study assessing the effect of text editing on revising strategies of four inexperienced writers. Suggests need for instruction in "computer literacy" before students can profitably use word processing for substantial revision. Argues that word processing systems should be designed so as to "support and enhance the writing process."

Daiute, Colette A. "Can the Computer Stimulate Writers' Inner Dialogues?" In William Wresch, ed., The Computer in Composition Instruction. Urbana, IL: National Council of Teachers of English, 1984. Pp. 131-139.

Documents the development of a word processing package particularly designed for ease of use among junior high writers. Reports favorably on quality of revisions and student evaluations with this system. (E, H)

Feldman, Paula. "Personal Computers in a Writing Course." Perspectives in Computing, 4 (Spring, 1984), 4-9.

Reports on use of word processing in a business writing course which yielded good results in student attitude and performance. Emphasizes investment of time an instructor must make early on in the course.

Madigan, Chris. "The Tools That Shape Us: Composing by Hand vs. Composing by Machine." English Education, 16 (October, 1984), 143-50.

Reviews recent research by Bradley, Kane, and others who report positive results with word processing in class. Warns that students should not be made to rely on machine. Emphasizes need for thoughtful selection of software.

Monahan, Brian D. "Computing and Revising." English Journal, 71 (1982), 93-94.

Recounts author's experiences in using word processing to encourage more revision among high school students. Brief. (H)

Pufahl, John. "Response to Richard M. Collier, 'The Word Processor and Revision Strategies'." College Composition and Communication, 34 (May, 1983), 149-55.

Argues that Collier's disappointing findings in his experiment on word processing and revision are due to poorly designed strategies and unreasonable expectations.

Schrader, Vincent E. "Teaching Journalism on the Micro." English Journal, 73 (April, 1984), 93-94.

Tells about experiences in using word processors for high school journalism. Emphasizes the need for substantial memory, appropriate software, and availability of technical assistance. (H, C)

Schwartz, Lillian. "Teaching Writing in the Age of the Word Processor and Personal Computer." Educational Technology, 23 (June, 1983), 33-35.

Reports on a group of eighteen basic writers who used typewriters with text editing functions in freshman composition. Suggests that positive results are due largely to easier revising with text editor. Verifies Seymour Papert's contention that computer use changes ways of thinking.

Schwartz, Mimi. "Computers and the Teaching of Writing." Educational Technology, 22 (November, 1982), 27-29.

Explains how mini- or micro-computer is used as word processor and reports positively on use of word processing with college students in writing classes.

Womble, Gail G. "Process and Processor: Is There Room for a Machine in the English Classroom?" English Journal, 73 (January, 1984), 34-37.

Tells how various students in the author's high school classes used word processing in their own ways. Concentrates particularly on three students including comments from them.

Woodruff, Earl, et al. "On the Road to Computer Assisted Compositions." Journal of Educational Technology Systems, 10 (1981-82), 133-48.

Reports on two studies "which assess the feasibility of an interactive computer program in assisting elementary school children to compose." First, explains the study involving twelve sixth graders using a program to write opinion essays. Next, explains how this program was altered and tried with 36 eighth graders. Notes that this program was found to be too intrusive,

which led them to some insights about how word processing should be used in the future. (E, H)

SECTION C: TEACHING SUGGESTIONS

Marcus, Stephen and Sheridan Blau. "Not Seeing is Relieving: Invisible Writing with Computers." Educational Technology, 23 (April, 1983), 12-15.

Advocates "invisible writing" in early stages of composing, whereby students are encouraged to turn off the video display and freewrite without being able to see output until later. Claims that this helps students write without interruption of thought flow for premature editing.

McKenzie, Jamieson. "Accordion Writing--Expository Composition with the Word Processor." English Journal, 73 (September, 1984), 56-58.

Describes a new system of writing by word processor which involves "expansion of the essay from the inside out, followed by compression of the essay as editing takes place." Specifies four steps: idea-gathering, focussing, building paragraphs, and refinement.

Radencich, Marguerite C. and Jeanne S. Schumm. "To Byte or Not to Byte." Media and Methods, 20 (September, 1984), 9-12.

Explains steps in writing a term paper using diskettes. Provides explicit instructions that could be used in a high school or college freshman class. (H, C)

Schwartz, Helen J. "Teaching Organization with Word Processing." Computers, Reading and Language Arts, 1 (Winter, 1983), 34-35.

Argues that having students use the outlining, prompting, and abstracting capabilities of word processing programs can help tighten their writing organization.

_____. "Teaching Writing with Computer Aids." College English, 46 (March, 1984), 239-247.

Draws on author's experience with computer-assisted instruction and word processing in writing classes. Contains suggestions for making best use of word processing to encourage revision.

SECTION D: REPORTS ON SOFTWARE

Bradley, Virginia N. "Improving Students' Writing with Microcomputers." Language Arts, 59 (October, 1982), 732-743.

Reports on research in four categories: 1) stimulating the generation of ideas; 2) computer mail systems; 3) text analysis; 4) word processing. Evaluates three software packages: Easy Writer, Applewriter, and Super Text, finding Easy Writer best for a sentence combining study conducted with sixth graders. (E, H)

Kramer, Sharon. "Word Processing in a Logo Environment." Electronic Learning, 3 (March, 1984), 70.

Explains the use of LOGO, a word processing package designed for young writers which works well in familiarizing them with computer use. Describes teaching techniques that have proven successful. (E, H)

Littlefield, Patti. "Word Processors in the Classroom: Two Views." Computers, Reading and Language Arts, 1 (Fall, 1983), 38-39.

Evaluates the effectiveness of two commonly-used word processing packages: "Bank Street Writer" and "Wordstar". (E, H)

Oliver, Lawrence J., Jr. "Pitfalls in Electronic Writing Land." English Education, 16 (May, 1984), 94-100.

Cautions against misuse of Writer's Workbench, which gives no attention to purpose and audience in its evaluations. Stresses need to keep machine from manipulating the user. (H, C)

Piper, Karen L. "Separating Wheat from Chaff: Evaluating Word Processing Programs for Language Arts Instruction." Computers, Reading and Language Arts, 1 (Winter, 1983), 9-14.

Provides a set of guidelines, including a form, for evaluating word processing packages for writing instruction.

Rodrigues, Raymond J. "The Computer-Based Writing Program from Load to Print." English Journal, 73 (January, 1984), 27-30.

Mentions computerized instruction packages developed by others for invention, revision, and evaluation, and tries to place these in perspective as a total program. Describes the package being developed by Ruth Von Blum that will encompass the writing process from start to finish.

Watt, Daniel. "Tools for Writing: Computers Are Changing the Way Tots and Technicians Are Learning to Write." Popular Computing, 3 (January, 1984), 75-76.

Explains how word processing is helpful in teaching the process approach to writing. Reviews several software packages intended for elementary school students. (E)

Woodruff, Earl. "Computers and the Composing Process: An Examination of Computer-Writer Interaction." In Computers in Composition Instruction, ed. Joseph Lawlor. Los Alamitos, CA: Southwest Regional Laboratories, 1982, 31-45.

Reports on research involving three interactive text editing systems: EXPLORE, CAC-1, and CAC-2. Tells how each involves word processing with sets or heuristics or prompts built in to help students over rough spots.

"Word Processing Throughout the Curriculum." Electronic Learning, 3 (May/June, 1984), 46.

Reports on QUILL, an elementary computerized writing program in Lawrence, Kansas. Explains use of QUILL (which includes four software components) in a fourth grade class. (E)

Wresch, William. "Computer Essay Generation." The Computing Teacher, 10 (March, 1983), 63-65.

Shows how a program for gathering ideas can lead to a draft for a brief paper.

SECTION E: BOOKS

Collins, James L. and Elizabeth A. Sommers,eds. Writing On-Line: Using Computers in the Teaching of Writing. Upper Montclair, NJ: Boynton-Cook, forthcoming.

According to a publisher's blurb, will be "a gathering of closely related chapters by fourteen author-teachers who in the midst of all the word processor hoopla hold firmly to the principle that the heart of the matter is to teach composing, not computing."

Fluegelman, Andrew and Jeremy Joan Hewes. Writing in the Computer Age: Word Processing Skills for Every Writer. (New York: Anchor Press/Doubleday, 1983).

Includes some observations on the impact of word processing on the writing process, but is primarily an advanced "how-to" book for would be users.

Halpern, Jeanne W. and Sarah Liggett. Computers and Composing: How the New Technologies are Changing Writing. Carbondale, IL: Southern Illinois University Press, 1984.

One of the CCCC "Studies in Writing and Rhetoric Series." Identifies five new electronic communication systems (TV, electronic mail, audio mail, word processing, and dictation for word processing). Focuses on the last of these, reporting on interviews and research which lead to suggestions for new teaching strategies. (H, C)

Martinez, Thomas E. Collected Essays on the Written Word and the Word Processor (from the Delaware Valley Writing Council's Spring Conference), Villanova University, 25 February 1984.

Probably the most extensive collection of articles on word processing to date, contains some fifty articles addressing all aspects of writing with machines. Includes articles pertaining to various age groups, to different phases of writing (discovery, revision, etc.), and to word processing in special fields (journalism, technical writing, etc.).

Standiford, Sally N., Kathleen Jaycox, and Anne Auten. Computers in the English Classroom: A Primer for Teachers.. Urbana, IL: National Council of Teachers of English, 1983.

As the title suggests, offers a very elementary introduction to various uses of the computer, with word processing getting relatively little attention.

Wresch, William, ed. The Computer in Composition Instruction. Urbana, IL: National Council of Teachers of English, 1984.

Contains four sections, one of them on word processing. Overall emphasis in the thirteen chapters is on specific programs and useful technical information. See the introduction to this bibliography for mention of several key chapters. Those pertaining to word processing are listed above (Bridwell and Ross, Marcus, Daiute).

SECTION F: JOURNALS

Byte
McGraw-Hill Publications, 70 Main St., Peterborough, NH 03458

Classroom Computer Learning
Pitman Learning Inc., 19 Davis Dr., Belmont, CA 94002

Computers and Education
Pergamon Press, Inc., Journals Division, Maxwell House, Fairview Park, Elmsford, NY 10523

Computing Teacher
International Council for Computers in Education, 1787 Agate, University of Oregon, Eugene, OR 97403

Creative Computing
Ahl Computing, Inc., 39 E. Hanover Ave., Morris Plains, NJ 07950

Educational Technology
720 Palisade Ave., Englewood Cliffs, NJ 07632

Electronic Learning
Scholastic, Inc., 730 Broadway, New York, NY 10003

Journal of Computer Based Instruction
Association for Development of Computer Based Instructional Systems, Western Washington University, Bellingham, WA 98225

Instructional Innovator
Association for Education Communication and Technology, 1126 16th St. NW, Washington, D.C. 20036

Media and Methods
1511 Walnut St., Philadelphia, PA 19102

Personal Computing
Hayden Publishing Co., 50 Essex St., Rochelle Park, NJ 07662

Pipeline
Conduit, University of Iowa, Box 388, Iowa City, IA 52244

T.H.E. Journal
Technological Horizons in Education; free to qualified educators; Information Synergy, Inc., Box 17239, Irvine, CA 92713

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